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ABSTRACT

The chapters in this collection explore alternative assessment and give specific examples of successful efforts by teachers to develop their own systems of assessment. Taken together, these chapters are a rejection of the ranking and separating of students according to test scores, and an argument for richer forms of mixed alternative assessments. The following chapters are included: (1) "The Historical and Policy Foundations of the Assessment Movement" (George F. Madaus, Anastasia E. Raczek, and Marguerite M. Clarke); (2) "Assessing against the Grain: A Conceptual Framework for Alternative Assessments" (Celia Genishi); (3) "Supporting Teaching and Learning for All Students: Policies for Authentic Assessment Systems" (Linda Darling-Hammond and Beverly Falk); (4) "The Power of Possibilities" (Stephen C. Ellwood, IV); (5) "The Democratic, Child-Centered Classroom: Provisioning for a Vision" (Yvonne Smith and A. Lin Goodwin); (6) "Awakening to the Mathematician within: One Teacher's Story" (Paula Hajar); (7) "I Wouldn't Know I Was Smart if I Didn't Come to This Class" (Julie Heiman Savitch and Leslie Anne Serling); (8) "Assessment as a Way of Seeing" (Margaret Borrego Brainard); (9) "Toward the Development of an Improved Urban Teaching and Evaluation Process" (Sabrina Hope King); (10) "Dilemmas of Assessment and Evaluation in Preservice Teacher Education" (Nancy Dubetz, Steve Turley, and Martha Erickson); (11) "Educating the Rainbow: Authentic Assessment and Authentic Practice for Diverse Classrooms" (A. Lin Goodwin and Maritza B. Macdonald); (12) "Language, Culture, and the Assessment of African American Children" (Asa G. Hilliard III); (13) "Moving the Mountain: Assessment and Advocacy for Children" (Beatrice S. Fennimore); (14) "Assessing Teacher Performance in a Diverse Society" (Ana Maria Villegas); (15) "Assessing the Dialogue of Teachers in a Multicultural Classroom: A Difficult Struggle" (Valerie Ooka Pang); (16) "Parents as Allies for Alternative Assessment" (Jennifer J. Robinson); and (17) "Toward an Education of Consequence: Connecting Assessment, Teaching, and Learning" (Vito Perrone). Each chapter contains references. (Contains six figures.) (SLD)